

Changing Practice

Margaret Heritage
Karin Kirnie Shawn Morgan
Michelle Mone Patty Charlebois
Kelly Hutson Joy Carlson

MontCAS
Module 8
December 3, 2009



Formative Assessment Modules

- Module 1: Overview of Formative Assessment
- Module 2: Assessment Systems
- Module 3: Learning Progressions and Learning Goals
- Module 4: Planning Formative Assessment
- Module 5: Differentiating Instruction
- Module 6: Feedback
- Module 7: Student involvement
- [Module 8: Changing Practice](#)

Module 8

Learning Goals:

- Learn about teachers' changes in practices
- Learn about ways in which you can continue to develop/support formative assessment practices

Success Criteria:

- I can identify changes in teacher practices as a result of implementing formative assessment
- I can identify ways in which I can develop or support formative assessment practices

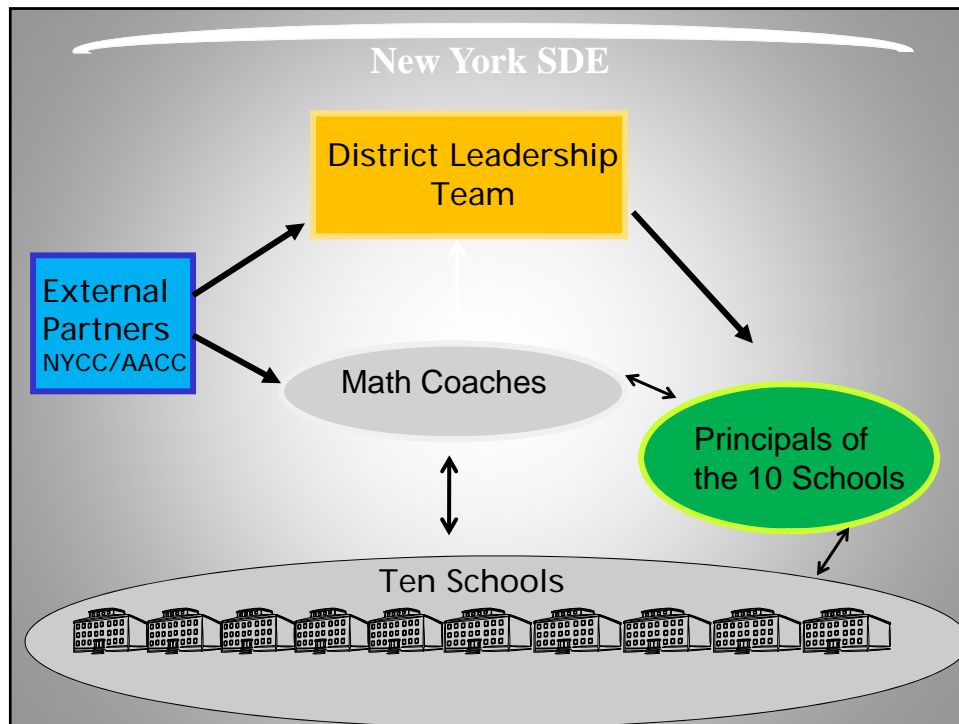
Overview

- Panel of 6 teachers from Syracuse City School District, NY:
 - ✓ *Karin Kirnie*
 - ✓ *Shawn Morgan*
 - ✓ *Michelle Mone*
 - ✓ *Patty Charlebois*
 - ✓ *Kelly Hutson*
 - ✓ *Joy Carlson*

Overview

- ✓ *Context for Syracuse Work*
- ✓ *Changes in Practice*
- ✓ *Supporting Teachers*

Context for Syracuse Work



Establishing the Culture

- Leadership
- Collaboration
- Respect
- Risk taking
- Willingness to change
- Commitment of time and effort
- Reflection

Small Steps



Changes to Practice

Karin Kirnie

It's All About Them

- What am I going to learn?
- How am I going to know if I am successful?
- Where did I get lost?
- What do I need to do about it?

Shawn Morgan

What Do They Know?

- I used to think about what I wanted to teach, but now I think about what the students need to learn next
- I used to react to the product, but now I respond to the process
- I used to talk, but now I listen

Michelle Mone

Learning Goals & Success Criteria

- Writing clearly defined LG and SC
 - focus lesson
 - evaluate WHY we are teaching it
- Sharing LG and SC with students EVERY DAY
 - alleviate student anxiety
 - students identify where they are on the learning progression, their next steps
- Asking students to self-assess their learning-metacognition

Patty Charlebois

Looking at Data and Doing Something with It

- Looking for Trends
- Writing Data Statements
- What Do Students Know?
- Look at Process, Not Isolated Skills
- Using It to Plan a Unit and Individual Lessons
- How Will I Differentiate to Meet All the Needs?

Kelly Hutson

My Biggest Change as a Teacher

- I used to be activity driven but now I am driven by goals and success criteria
- I used to think I was being intentional in my planning but now I am deliberate
- I used to plan forward but now I plan backwards with the end in mind
- I used to write an objective and agenda but now I write learning goals and success criteria

Joy Carlson

Learning Progression

Defines the Path for Teachers

- Past learning
- Present learning
- Future learning

Success Criteria

- Define the path for students
- Put responsibility on students
- Provide opportunity for self-assessment

Questions/Comments?

Supporting Teacher Change

Karin Kirnie

The Syracuse Model

- Turn key training
- Time with teachers embedded
- Digging Deeper Courses
- Intervention Courses

Shawn Morgan

Collaboration, Not Isolation

- Coaching Models
- Data Meetings with Action
- Non-evaluative Observations
- Systemic Support

Michelle Mone

A New Model for Modelling

- Collaborative Coaching and Learning (CCL) Model
- Co-planning with teachers
- Offering myself as a “guinea pig”

Patty Charlebois

Conversations with Teachers

- Team meetings, individual meetings
- Listening to teachers, meeting them where they are and supporting their learning
- Recognizing the cycle
- Intentional planning
- What students CAN do, rather than what they can't, supported by Evidence

Kelly Hutson

Beginning to Change Culture

- **Digging Deeper**: Opportunities to broaden mathematical knowledge so that they can begin to build learning progressions
- **Formative Assessment for Beginners (District wide and site-based)**: Introduction to Formative Assessment (The Four Pillars, Strategies for Student Involvement, beginning to change practice)
- **Intermediate Formative Assessment (site-based)**: Build on knowledge gained from FA for beginners, continue to perfect craft with support

Joy Carlson

Do I Have the Time?

Absolutely!

- More efficient planning
- More efficient teaching
- More efficient learning

Work smarter, not harder.

Maximize Learning Time

- Who does the work?
- Teaching without learning wastes time we don't have
- Share the responsibility for success


Questions/Comments?

Reflection

- How has what you have heard from these teachers added to your thinking about implementing formative assessment practices?
- How will that change your classroom practice or your role as a support for teachers?

Build on What You Are Already Doing





National Center for Research
on Evaluation, Standards, & Student Testing

UCLA | Graduate School of Education & Information Studies

VISIT US ON THE WEB
cresst.org

mheritag@ucla.edu